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ABSTRACT

Elementary and secondary school teachers in 38 schools were asked to indicate how much influence the teachers at their schools had in decisions about school policy issues. For each policy issue, teachers checked one of three responses: a lot of influence, some influence, or no influence. Overall, teachers rated themselves as having the most influence in matters concerning curriculum, instruction, pupil behavior, and communication with parents. For the subscale fields of extracurricular and community related issues and activities, dress codes, class assignments, and staff meetings, teachers felt that they had some influence. Teachers felt least influential in matters concerning fiscal management, teaching assistants, and personnel selection. Teachers also thought their influence varied greatly among individual policy issues, depending on the object or substance of those issues. Teachers at all levels (elementary, middle/junior high, and high school) thought they were most and least influential toward the same sets of decisions. Elementary school teachers felt more influential than middle school teachers, who felt more influential than high school teachers. It was also found that teachers' sense of influence varied relatively little from school to school. Statistical tables present information on responses of teachers from all schools at all educational levels. (JD)

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A STUDY OF SCHOOLING

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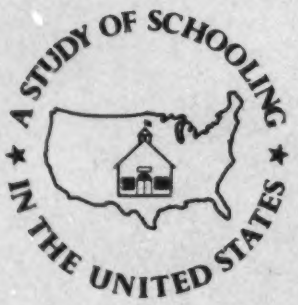

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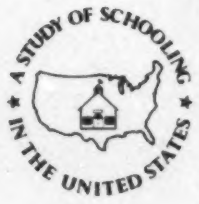

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TEACHERS' PERCEPTIONS OF THEIR OWN INFLUENCE OVER SCHOOL POLICIES AND DECISIONS

David P. Wright

Technical Report No. 16

1980

A Study of Schooling is based upon the assumption that improving schools requires knowing what is happening in and around them. A comprehensive data-base of contextual information was obtained from students, teachers, administrators, parents and observers at all grade levels in thirty-eight elementary and secondary purposively sampled schools. *It is strongly recommended that readers of any technical report in this series first read Technical Report No. 1 which outlines the details, scope and limitations of the Study as a whole.*

It must be understood that this series of technical reports does not constitute the Study. Some reports are highly specific "molecular" inquiries while others take a more "molar" view across data sources, schooling levels, etc. Some reports are more methodological in nature arising out of issues in data analysis. Many of the reports quite naturally overlap in data analysed and interpretations rendered. Some authors have approached their task as consisting mostly of data description with little discussion beyond the presentation of the data. Others have ventured further into the realm of interpretation and speculation. *It must be further understood that data-based inferences can and do differ among researchers who come at the data from differing points-of-view.* Authors, therefore, are duly acknowledged for each report and are responsible for the material presented therein.

TEACHERS' PERCEPTIONS OF THEIR OWN INFLUENCE OVER SCHOOL POLICIES AND DECISIONS

Part Two of the Teacher Survey asked elementary and secondary teachers to "indicate how much influence the teachers at your school have in decisions" about thirty-three policy issues (emphasis in original). Thus, respondents should have estimated the influence exerted by the "teachers at your school," not the influence they exerted individually. For each policy issue, teachers checked one of three responses: a lot of influence, some influence, or no influence (which were coded 3, 2, and 1, respectively). Exhibit 1 (page 11) displays this Teacher Influence Scale; its derivation is described in Technical Report No. 4 by Ken Sirotnik.

Table 1 (page 12) shows the mean responses of teachers to the thirty-three items of the Teacher Influence Scale. The table presents the average replies of elementary, middle, and high school teachers separately, as well as "Ns," distributions, means and standard deviations for the three levels combined. Although the Likert scale included three discrete response values, mean scores form a continuum so it is necessary to interpret their values with the help of the following ranges.

CHART 1

Ranges of Mean Scores	Influence
2.50 - 3.00	A lot of influence
2.00 - 2.50	Some influence; closer to a lot than to none
1.50 - 2.00	Some influence; closer to none than to a lot
1.00 - 1.50	No influence

Teachers' responses to the Teacher Influence Scale become most meaningful when the thirty-three items are grouped together in a small number of sets or clusters. Sirotnik has formed nine clusters of items using factor analytic techniques, and I have formed a set of five clusters using a more conceptual approach. Findings related to these two sets of clusters will be discussed in turn below.

Exhibit 2 (page 13) shows Sirotnik's nine clusters. One cluster, entitled "Curriculum, Instruction and Pupil Behavior," includes six items from the instrument. Two other clusters contain five items, two consist of three items, and four clusters each include two items. Sirotnik deleted three items (71, 82, and 83) because of their ambiguity or their apparent irrelevance to the factors on which they loaded. In the following paragraphs the nine clusters are regarded as subscales of the entire Teacher Influence Scale. Although the subscales were formed by factor analytic techniques, subscale scores were computed by calculating each teacher's average response to the items in each cluster.

Tables 2 - 5 (pages 19-20) display the means, standard deviations, and "Ns" separately for the nine subscales. In Tables 2 - 4, these statistics are shown separately for each elementary, middle, and high school. Table 5 presents aggregated subscale statistics separately for the three levels of schooling, and for the three levels combined ("overall").

An examination of the "overall" means in Table 5 shows that teachers perceived their influence over decisions to vary greatly, depending on the substance or object of those decisions. In other words, the teachers clearly differentiated between issues over which they felt influential and

others on which they did not feel influential. Chart 2 shows the order of magnitude of influence that teachers thought they exerted over categories of policy issues.

CHART 2

Rank	Subscale Titles	Means	Interpretations
1	Curriculum, Instruction and Pupil Behavior	2.45	Some influence; closer to a lot
2	Communication with Parents	2.20	
3	Extra Curricular and Community Related Issues and Activities	1.79	
4	Dress Codes	1.69	Some influence; closer to none
5	Class Assignments	1.52	
6	Staff Meetings	1.50	Midway between some and no influence
7	Fiscal Management	1.42	
8	Teaching Assistants	1.38	No influence
9	Professional Personnel	1.13	

The upper and lower rows of Chart 2 suggest that although teachers thought they exerted almost no influence over three or four sets of policy issues, they felt they had a lot of influence over no groups of decisions. Predictably, they felt most influential regarding issues of curriculum, instruction, pupil behavior, and communications with parents. They felt least influential concerning fiscal management and the selection and evaluation of personnel. Their perceived powerlessness regarding the latter issues was stronger, however, than their sense of powerfulness concerning the former issues. This conclusion is based on the fact that the teachers' average subscale scores approach the lower limit of the scale more closely than its upper limit.

So far this discussion has focused exclusively on the subscale scores for the entire sample of teachers. Subscale scores for the teachers in each high, middle, and elementary school appear in Tables 2, 3, and 4 respectively. Furthermore, Table 5 (page 20) shows the aggregated subscale responses for all high, middle, and elementary schools. For the three levels of schooling, the order of magnitude of influence that teachers thought they exerted on sets of decisions was (with one minor exception) identical to the "overall" order shown in Chart 2. The three groups of teachers, then, felt most influential toward common sets of issues, and least influential toward other common sets of issues. However, elementary, middle, and high school teachers <u>differed</u> in the degrees of influence they thought they exerted over policy issues. Generally, elementary teachers felt more influential than middle school teachers, who felt more powerful than their high school counterparts. This conclusion is substantiated by the mean subscale scores for the three levels in Table 5. Although the differences between the three levels in Table 5 are small in magnitude, they would probably be statistically significant if they had been observed in a randomly selected sample of comparable size. Differences between elementary, middle, and high school teachers will be reconsidered below when we examine their responses broken down by triples.

To formulate the clusters of items in Exhibit 2, Sirotnik computed mean responses to each item among the teachers in each school, subtracted each teacher's responses from the school means, calculated coefficients of correlation among the deviation scores for the teachers in each school, and computed average correlation coefficients across elementary, middle, high, and all schools. The nine clusters represent sets of policy issues that yielded strong intercorrelations <u>within</u> school staffs. Another set

of categories can also be conceived by examining the mean responses of teachers to the thirty-three items without regard for the correlations among those responses. Using the "overall" mean replies of 1,350 teachers in the thirty-nine schools, I created Exhibit 3 (page 21) which shows the order of magnitude of influence that teachers thought they exerted over each policy issue.

Even more than Table 5, Exhibit 3 highlights the wide range that characterizes teachers' perceptions of their own influence over school policies and decisions. On a scale from 1.00 to 3.00, the teachers' mean responses to individual items ranged from 1.05 to 2.75, suggesting that teachers think their influence varies greatly among the thirty-three issues. Furthermore, Exhibit 3 also shows (like Chart 2) that teachers thought they exerted "no influence" over more issues than "a lot of influence." The largest number of issues, however, fell into the intermediate category of "some influence," as one would expect.

Exhibit 3 groups the thirty-three policy issues strictly on the basis of the teachers' average responses to them. As a result, three of the four sets of items are difficult to characterize conceptually; they "hang together" poorly. To correct this defect I formulated Exhibit 4 (page 22) in which the thirty-three items are rearranged in five sets that are conceptually more interpretable (for me, at least) than the categories in Exhibit 3.

In Exhibit 4, Set A includes all of the issues on which teachers thought they exerted a lot of influence. The common aspect of these three issues is that they relate to classroom events; they are decisions that teachers probably make individually and autonomously. Note that Set A in Exhibit 4 is identical to Set 1 in Exhibit 3. The three issues in

Set A also appeared together in Sirotnik's cluster entitled "Curriculum, Instruction and Pupil Behavior." The fact that teachers thought they exerted a lot of influence over only three policy issues may stem from the presence of only three classroom policies in the Teacher Influence Scale. This potential artifact of the scale's design becomes apparent when the three classroom issues are separated from the school-wide policies in Sirotnik's first cluster.

Set E in Exhibit 4 includes most of the issues on which teachers thought they had "no influence." Its title ("Selection and Evaluation of Personnel") clearly characterizes the common features of the items in this group. The formulation of Set E, furthermore, highlights the fact that teachers feel least influential regarding a particular set of school-wide issues (i.e., the selection and evaluation of personnel) and not regarding school-wide issues in general. Of course, the selection and evaluation of school personnel are among the most fundamental and significant decisions that are made in schools because they determine most of the qualitative characteristics of the schools. Teachers may have the least influence over decisions that are most important for the schools in which they work.

Sets B, C, and D in Exhibit 4 represent a scheme for classifying the many issues over which teachers thought they exerted "some influence." These items of the scale seem to form three groups of school-wide policies that are (1) directly related to student life in schools, (2) directly related to teacher life in schools, and (3) directly related to neither pupils nor teachers. Among these three sets of items, the teachers' average response to the eight items in Set B (1.97) was substantially higher than their replies to Set C (1.66) and Set D (1.70), which were not substantially different from each other. Of the many issues on which

teachers said they exerted "some influence," then, they clearly felt most influential over school-wide decisions regarding student life. They felt much less influential on school-wide issues related to their own working conditions. As a general rule, then, teachers felt more potent concerning policies that govern students than policies that are directed at the teachers themselves. This overall pattern emerges when we conceptualize superordinate categories that encompass Sets A and B in one overarching cluster, and Sets C and E in another broad group of issues.

Having examined the responses of the entire sample of teachers to subscales and categories of items, it remains to study the replies of individual schools and triples. Here it is convenient to regard overall scale scores before proceeding to subscale scores on a school-by-school basis. Scale scores are average replies of teachers to all thirty-three items on the scale. Table 6 shows the school-wide scale scores for the high, middle, and elementary school in each triple. The mean scores in Table 6 (page 23) reflect the overall sense of potency that teachers have in each school. Aggregated means in the bottom row of Table 6 index this sense of potency for the three levels of schooling. Finally, Figure 1 (page 24) profiles the mean scale scores of the schools in each triple. The magnitudes of school scale scores are measured along the left side of Figure 1. Within the figure, three columns of points plot the mean scale scores for high, middle, and elementary schools, respectively. Straight lines between these points connect the schools of each triple. The resulting profiles enable the reader to look for patterns in the sense of potency among the teachers who work in each triple.

Several conclusions can be derived from Figure 1. First, all school-wide scale scores fall in the 1.50 - 2.00 range (some influence;

closer to no influence than to a lot of influence). This suggests there is relatively little variability among the thirty-eight schools in the teachers' overall sense of influence. Second, the school-wide scale scores for elementary schools tend to be slightly higher than for middle schools, which tend to exceed those of high schools. Here we find confirmation of a conclusion derived earlier from the subscale scores for the three levels. Finally (and perhaps more important) is the absence of consistent patterns across triples in Figure 1. The two schools in one triple (Dennison)* were consistently high in teachers' sense of potency, and the three schools in one other triple (Fairfield) were consistently low. Similarly, the schools in Euclid, Palisades, and Bradford were homogeneously intermediate on this dimension. In all other triples the schools fluctuated greatly in the teachers' sense of influence. Nor do the profiles for heterogeneous triples form a pattern. In Vista, Newport, Laurel, and Manchester, high school teachers felt less influential than junior high teachers, who felt less potent than elementary teachers. In Woodlake, Atwater, and Rosemont, however, middle school teachers felt most influential, and in Crestview and Fairfield they perceived themselves to be the least influential teachers in their districts. Overall, the heterogeneity of scale scores within many triples is almost as great as the variability of school-wide scores among the entire sample of thirty-eight schools. It seems that triples do <u>not</u> represent a meaningful unit of analysis for understanding the sense of potency that teachers feel over school decisions and policy issues.

The following list summarizes some major conclusions that have emerged from the teachers' replies to the Teacher Influence Scale.

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* Names of schools and districts in this report are fictitious.

(1) Considering the teachers' average responses to the thirty-three scale items separately, it is clear they thought their influence varied greatly among the individual policy issues, depending on the object or substance of those issues.

(2) Teachers felt they had "some influence" over a large number of individual policy issues, "no influence" over fewer issues, and "a lot of influence" over still fewer decisions.

(3) Using the nine subscales of intercorrelated items, it is clear that teachers felt most influential regarding issues of curriculum, instruction, pupil behavior, and communications with parents. They felt least influential concerning fiscal management and the selection and evaluation of personnel.

(4) The teachers' perceived powerlessness regarding fiscal management and personnel decisions was stronger than their sense of potency concerning curriculum, instruction, pupil behavior, and parent communications.

(5) Elementary, middle, and high school teachers thought they were most and least influential toward the same sets of decisions.

(6) Overall, elementary teachers felt more influential than middle school teachers, who felt more influential than high school teachers.

(7) Regarding the five categories of items that yielded similar means, it seems that teachers felt decreasingly influential concerning (a) classroom policies, (b) school-wide policies related to pupil life, (c) school-wide policies related to teacher life, (d) school-wide policies related to neither pupils nor teachers, and (e) the selection and evaluation of school personnel.

(8) The teachers' sense of influence over the entire set of thirty-three issues varied relatively little from school to school.

(9) Within triples, the teachers' sense of influence forms no consistent pattern between elementary, middle, and high schools. The variability within many triples is nearly as great as the overall variance among the entire sample of schools.

Teachers' responses to the Teacher Influence Scale remain to be analyzed in many additional ways. An initial step would be to look for patterns between levels, within triples, in school-wide subscale scores. Correlations should be computed between teachers' responses to the Teacher Influence Scale and related items regarding personal influence, influence over content, control over teaching, and satisfaction with teaching and

planning, as well as the findings related to school and classroom climates. Perhaps most revealing would be to aggregate the teachers' responses not by school, but by cliques-within-schools using sociometric data. Finally, the teachers' responses to the Teacher Influence Scale should be compared, on a school-by-school basis, with the replies of other respondents (e.g., administrators) to the same items.

Exhibit 1

The Teacher Influence Scale

15. The responsibilities that teachers have vary from school to school. Sometimes these responsibilities are small in number, sometimes they are large in number. Below is a list of some of the things about which teachers may help make decisions. Please indicate how much influence the teachers at your school have in decisions made about each of the following:

	A lot of influence	Some influence	No influence
66 Changes in curriculum	(3)	(2)	(1)
67 Instructional methods that are used in classrooms	(3)	(2)	(1)
68 Standards of pupil behavior in their own classrooms	(3)	(2)	(1)
69 Standards of pupil behavior in halls and on playground	(3)	(2)	(1)
70 Daily schedule in their own classroom	(3)	(2)	(1)
71 Daily school schedule for students	(3)	(2)	(1)
72 Special behavior problems with individual pupils	(3)	(2)	(1)
73 Special all-school affairs, such as open house, assemblies, etc.	(3)	(2)	(1)
74 Committing the staff to participate in special projects or innovations	(3)	(2)	(1)
75 Community relations policy	(3)	(2)	(1)
76 School publications	(3)	(2)	(1)
77 Unusual problems that affect the whole school	(3)	(2)	(1)
78 Time of staff meetings	(3)	(2)	(1)
79 Content of staff meetings	(3)	(2)	(1)
80 The way in which staff meetings are conducted	(3)	(2)	(1)
81 Arrangements for parent conferences	(3)	(2)	(1)
82 Assignments for teacher duties outside of classrooms (yard duty, etc.)	(3)	(2)	(1)
83 Planning social gatherings of school staff	(3)	(2)	(1)
84 Standards of dress for pupils	(3)	(2)	(1)
85 Standards of dress for staff	(3)	(2)	(1)
86 Assigning pupils to classes	(3)	(2)	(1)
87 Assigning teachers to classes	(3)	(2)	(1)
88 Ways of reporting pupil progress to parents	(3)	(2)	(1)
89 Preparing the school budget	(3)	(2)	(1)
90 Managing the funds available for instructional purposes	(3)	(2)	(1)
91 Selecting volunteer teaching assistants	(3)	(2)	(1)
92 Selecting paid teaching assistants	(3)	(2)	(1)
93 Selecting part-time teachers for the school staff	(3)	(2)	(1)
94 Selecting full-time teachers for the school staff	(3)	(2)	(1)
95 Evaluating the performance of teaching assistants	(3)	(2)	(1)
96 Evaluating the performance of full-time teachers	(3)	(2)	(1)
97 The dismissal and/or transfer of teachers	(3)	(2)	(1)
98 Selecting administrative personnel to be assigned to the school	(3)	(2)	(1)

Table 1

Teachers' Responses to Teacher Influence Items

Policy Issues Questionnaire Items	Means for Highs	Means for Mids	Means for Elems	Three Levels Combined*					
				Mean	SD	Distribution 3	2	1	N
66. Changes in curriculum.	2.13	2.18	2.17	2.15	.61	28	59	12	1334
67. Instructional methods in classrooms.	2.73	2.69	2.70	2.71	.50	74	24	2	1335
68. Pupil behavior in classrooms.	2.70	2.77	2.84	2.75	.47	77	21	2	1332
69. Pupil behavior in halls/playgrounds.	2.01	2.29	2.54	2.20	.61	31	58	11	1332
70. Daily schedule in classrooms.	2.59	2.61	2.71	2.62	.63	70	22	8	1331
71. Daily school schedule for students.	1.50	1.58	2.04	1.64	.67	11	42	47	1324
72. Special behavior problems.	2.15	2.25	2.54	2.26	.56	32	62	6	1336
73. All-school affairs (open house).	1.71	2.02	2.00	1.86	.65	15	56	29	1336
74. Committing staff to projects.	1.64	1.80	1.87	1.74	.61	9	56	35	1333
75. Community relations policy.	1.59	1.72	1.80	1.68	.58	6	56	38	1325
76. School publications.	1.85	1.91	1.72	1.84	.64	14	56	30	1318
77. Unusual problems of whole school.	1.76	1.94	1.95	1.85	.57	10	66	24	1326
78. Time of staff meetings.	1.39	1.47	1.54	1.45	.59	5	35	60	1335
79. Content of staff meetings.	1.54	1.64	1.71	1.61	.57	4	52	44	1328
80. How staff meetings are conducted.	1.38	1.51	1.53	1.45	.56	3	39	58	1328
81. Parent conference arrangements.	2.21	2.40	2.37	2.30	.65	40	49	10	1331
82. Teacher assignments out of classes.	1.39	1.54	1.84	1.53	.63	7	39	54	1332
83. Planning staff social gatherings.	2.28	2.37	2.47	2.35	.69	47	40	13	1335
84. Standards of dress for pupils.	1.40	1.65	1.59	1.51	.59	5	42	54	1333
85. Standards of dress for staff.	1.78	1.90	1.99	1.86	.80	26	34	40	1325
86. Assigning pupils to classes.	1.47	1.61	1.86	1.60	.61	7	46	47	1334
87. Assigning teachers to classes.	1.43	1.44	1.47	1.44	.58	4	36	60	1321
88. Ways of reporting to parents.	2.01	2.14	2.23	2.10	.69	29	52	19	1334
89. Preparing the school budget.	1.29	1.31	1.27	1.29	.50	2	25	73	1329
90. Managing instructional funds.	1.54	1.57	1.51	1.55	.61	6	43	51	1332
91. Selecting volunteer teacher aides.	1.41	1.47	1.60	1.46	.67	10	27	63	1320
92. Selecting paid teaching assistants.	1.15	1.22	1.18	1.18	.42	2	15	84	1317
93. Selecting part-time teachers.	1.11	1.20	1.11	1.14	.36	1	12	87	1331
94. Selecting full-time teachers.	1.21	1.27	1.15	1.21	.44	2	18	80	1332
95. Evaluating teaching assistants.	1.46	1.52	1.47	1.48	.63	7	33	59	1324
96. Evaluating full-time teachers.	1.18	1.19	1.10	1.17	.40	1	14	85	1330
97. Dismissal/transfer of teachers.	1.12	1.11	1.09	1.11	.35	1	9	90	1335
98. Selecting administrative personnel.	1.06	1.05	1.02	1.05	.23	0	4	96	1336

* Distributions are percentages of respondents who checked "A Lot of Influence" (3), "Some Influence" (2) and "No Influence" (1).

Exhibit 2

Nine Clusters of Items from the Teacher Influence Scale

Cluster A: Curriculum, Instruction & Pupil Behavior

66. Changes in curriculum
67. Instructional methods that are used in classrooms
68. Standards of pupil behavior in their own classrooms
69. Standards of pupil behavior in halls and on playground
70. Daily schedule in their own classroom
72. Special behavior problems with individual pupils

Cluster B: Extra-Curricular & Community Related Issues & Activities

73. Special all school affairs, such as open house, assemblies, etc.
74. Committing the staff to participate in special projects or innovations
75. Community relations policy
76. School publications
77. Unusual problems that affect the whole school

Cluster C: Procedures & Content of Staff Meetings

78. Time of staff meetings
79. Content of staff meetings
80. The way in which staff meetings are conducted

Cluster D: Communication with Parents

81. Arrangements for parent conferences
88. Ways of reporting pupil progress to parents

Cluster E: Pupil and Staff Dress Codes

84. Standards of dress for pupils
85. Standards of dress for staff

Cluster F: Pupil and Staff Class Assignments

86. Assigning pupils to classes
87. Assigning teachers to classes

Cluster G: Fiscal Management

89. Preparing the school budget
90. Managing the funds available for instructional purposes

Cluster H: Selection and Evaluation of Teaching Assistants

91. Selecting volunteer teaching assistants
92. Selecting paid teaching assistants
95. Evaluating the performance of teaching assistants

Cluster I: Selection and Evaluation of Professional Staff

93. Selecting part-time teachers for the school staff
94. Selecting full-time teachers for the school staff
96. Evaluating the performance of full-time teachers
97. The dismissal and/or transfer of teachers
98. Selecting administrative personnel to be assigned to the school

Table 2

Teacher Influence Subscales
High Schools

School	Curr., Inst., Pup. Beh. $\bar{X}$	SD	N	X-Curr., Comm. $\bar{X}$	SD	N	Staff Meetings $\bar{X}$	SD	N
Vista	2.44	0.29	84	1.50	0.34	84	1.34	0.34	84
Crestview	2.59	0.31	44	1.94	0.37	44	1.65	0.45	44
Fairfield	2.36	0.35	44	1.71	0.44	44	1.36	0.48	44
Rosemont	2.29	0.36	112	1.53	0.44	111	1.19	0.36	111
Newport	2.28	0.33	78	1.67	0.39	77	1.55	0.45	77
Woodlake	2.58	0.25	51	1.75	0.35	51	1.48	0.43	51
Atwater	2.54	0.28	25	1.78	0.39	25	1.65	0.42	25
Palisades	2.42	0.34	58	1.91	0.35	58	1.60	0.44	58
Laurel	2.28	0.30	17	1.62	0.45	17	1.20	0.37	17
Manchester	2.11	0.34	66	1.72	0.42	66	1.40	0.45	66
Bradford	2.38	0.32	48	1.88	0.40	48	1.52	0.44	47
Euclid	2.68	0.22	23	1.85	0.24	23	1.56	0.49	23
Dennison	2.75	0.20	10	2.24	0.45	10	1.83	0.61	10
Overall	2.38	0.35	660	1.71	0.42	658	1.44	0.45	657
	Comm. w/ Parents			Dress Codes			Class Assign.		
Vista	2.14	0.52	84	1.62	0.49	84	1.30	0.38	84
Crestview	1.97	0.51	44	1.89	0.61	44	1.62	0.50	44
Fairfield	2.22	0.56	44	1.61	0.54	44	1.32	0.42	44
Rosemont	1.90	0.56	111	1.55	0.55	110	1.38	0.40	108
Newport	2.20	0.48	77	1.30	0.44	76	1.33	0.43	76
Woodlake	2.16	0.56	51	1.83	0.50	50	1.72	0.44	51
Atwater	2.34	0.52	25	1.48	0.53	25	1.64	0.47	25
Palisades	2.34	0.53	57	1.64	0.56	57	1.71	0.52	56
Laurel	2.12	0.63	17	1.68	0.59	17	1.26	0.40	17
Manchester	1.99	0.50	65	1.51	0.57	66	1.31	0.37	66
Bradford	2.07	0.48	48	1.52	0.52	48	1.51	0.42	47
Euclid	2.22	0.50	23	1.70	0.54	23	1.41	0.44	23
Dennison	2.22	0.26	9	1.85	0.58	10	1.80	0.42	10
Overall	2.11	0.54	655	1.59	0.55	654	1.45	0.45	651

Table 2 (Continued)

	Fiscal Management			Select and Eval. TA's			Select and Eval. Staff		
Vista	1.56	0.45	84	1.09	0.23	84	1.06	0.13	84
Crestview	1.41	0.42	44	1.31	0.43	44	1.27	0.29	44
Fairfield	1.27	0.42	44	1.36	0.40	44	1.06	0.23	44
Rosemont	1.42	0.38	110	1.28	0.35	112	1.10	0.25	112
Newport	1.42	0.48	78	1.50	0.46	78	1.14	0.30	78
Woodlake	1.43	0.44	51	1.67	0.55	50	1.18	0.24	51
Atwater	1.38	0.48	25	1.58	0.46	24	1.24	0.32	25
Palisades	1.64	0.52	57	1.29	0.36	58	1.18	0.28	58
Laurel	1.24	0.47	17	1.31	0.45	17	1.14	0.30	17
Manchester	1.17	0.34	66	1.18	0.32	65	1.11	0.23	66
Bradford	1.31	0.37	47	1.37	0.47	46	1.17	0.24	48
Euclid	1.61	0.50	23	1.58	0.54	23	1.08	0.13	23
Dennison	1.60	0.52	10	1.50	0.45	10	1.16	0.31	10
Overall	1.42	0.45	656	1.34	0.43	655	1.13	0.25	660

Table 3

Teacher Influence Subscales
Jr. High Schools

School	Curr., Inst., Pup. Beh. $\bar{X}$	SD	N	X-Curr., Comm. $\bar{X}$	SD	N	Staff Meetings $\bar{X}$	SD	N
Vista	2.58	0.31	48	2.20	0.48	48	1.66	0.48	48
Crestview	2.31	0.31	32	1.66	0.43	32	1.62	0.44	32
Fairfield	2.38	0.35	34	1.52	0.36	34	1.21	0.26	34
Rosemont	2.46	0.36	43	1.88	0.36	43	1.68	0.46	43
Newport	2.42	0.32	58	1.93	0.36	57	1.64	0.54	58
Woodlake	2.55	0.27	27	1.86	0.36	27	1.86	0.44	27
Atwater	2.75	0.30	23	2.04	0.32	23	1.64	0.38	23
Palisades	2.46	0.28	41	2.00	0.29	41	1.50	0.46	40
Laurel	2.29	0.30	21	1.72	0.35	21	1.25	0.38	21
Manchester	2.35	0.34	32	1.84	0.34	32	1.24	0.37	32
Bradford	2.54	0.26	27	1.76	0.48	27	1.49	0.45	27
Euclid	2.72	0.16	12	1.93	0.39	12	1.44	0.48	12
Overall	2.47	0.33	398	1.88	0.42	397	1.54	0.48	397

	Comm. w/ Parents			Dress Codes			Class Assign.		
Vista	2.48	0.52	48	1.94	0.54	48	1.78	0.54	47
Crestview	2.09	0.48	32	1.61	0.50	32	1.34	0.35	32
Fairfield	2.10	0.50	34	1.32	0.37	33	1.32	0.35	34
Rosemont	2.42	0.43	42	1.75	0.59	42	1.56	0.45	43
Newport	2.26	0.46	58	1.79	0.66	56	1.66	0.43	58
Woodlake	2.39	0.56	27	1.98	0.57	26	1.92	0.46	26
Atwater	2.41	0.54	23	2.09	0.49	23	1.61	0.45	23
Palisades	2.32	0.42	41	1.90	0.57	40	1.32	0.46	40
Laurel	2.35	0.59	20	1.88	0.59	21	1.38	0.42	21
Manchester	1.97	0.44	32	1.60	0.57	31	1.28	0.34	32
Bradford	2.11	0.47	27	1.72	0.52	27	1.46	0.41	27
Euclid	2.12	0.48	12	1.67	0.58	12	1.62	0.57	12
Overall	2.27	0.50	396	1.77	0.58	391	1.53	0.47	395

Table 3 (Continued)

	Fiscal Management			Select and Eval. TA's			Select and Eval. Staff		
Vista	1.92	0.52	47	1.44	0.50	47	1.27	0.31	48
Crestview	1.25	0.36	32	1.21	0.28	32	1.06	0.13	32
Fairfield	1.20	0.43	33	1.19	0.34	34	1.08	0.25	34
Rosemont	1.43	0.43	43	1.42	0.46	43	1.10	0.17	43
Newport	1.46	0.43	58	1.68	0.52	58	1.28	0.38	58
Woodlake	1.52	0.46	26	1.67	0.53	27	1.37	0.30	27
Atwater	1.39	0.45	23	1.54	0.56	23	1.31	0.30	23
Palisades	1.41	0.46	40	1.30	0.34	40	1.05	0.12	41
Laurel	1.36	0.50	21	1.32	0.49	21	1.11	0.22	21
Manchester	1.19	0.28	32	1.16	0.33	32	1.12	0.23	32
Bradford	1.30	0.40	27	1.32	0.35	27	1.04	0.10	27
Euclid	1.92	0.29	12	1.56	0.56	12	1.08	0.23	12
Overall	1.44	0.48	394	1.40	0.47	396	1.16	0.27	398

Table 4

Teacher Influence Subscales
Elementary Schools

School	Curr., Inst., Pup. Beh. $\bar{X}$	SD	N	X-Curr., Comm. $\bar{X}$	SD	N	Staff Meetings $\bar{X}$	SD	N
Vista	2.78	0.21	30	2.11	0.38	30	1.60	0.36	30
Crestview	2.60	0.23	29	1.87	0.35	29	1.82	0.52	29
Fairfield	2.43	0.37	33	1.74	0.48	34	1.48	0.59	34
Rosemont	2.54	0.35	29	1.80	0.47	29	1.52	0.61	29
Newport	2.66	0.34	26	2.01	0.54	26	1.91	0.55	26
Woodlake	2.51	0.31	23	1.61	0.39	22	1.38	0.36	22
Atwater	2.54	0.21	12	1.80	0.37	12	1.75	0.53	12
Palisades	2.48	0.34	17	1.87	0.56	17	1.71	0.51	17
Laurel	2.62	0.38	23	1.79	0.44	23	1.44	0.42	23
Manchester	2.43	0.30	14	2.11	0.44	14	1.31	0.42	14
Bradford	2.51	0.32	19	2.02	0.48	19	1.86	0.37	19
Euclid	2.75	0.20	21	1.70	0.41	21	1.32	0.34	21
Dennison	2.71	0.25	4	2.30	0.53	4	1.75	0.57	4
Overall	2.58	0.32	280	1.87	0.47	280	1.59	0.51	280

	Comm. w/ Parents			Dress Codes			Class Assign.		
Vista	2.70	0.38	30	1.84	0.48	29	2.00	0.55	30
Crestview	2.27	0.40	28	1.90	0.63	29	1.79	0.63	28
Fairfield	2.22	0.48	34	1.66	0.60	34	1.29	0.48	34
Rosemont	2.28	0.65	29	1.62	0.56	29	1.67	0.59	29
Newport	2.64	0.39	26	2.08	0.70	26	1.81	0.53	24
Woodlake	2.00	0.63	21	1.82	0.65	22	1.48	0.45	22
Atwater	2.09	0.54	11	1.54	0.61	11	1.32	0.34	11
Palisades	2.31	0.44	16	1.74	0.73	17	1.53	0.51	17
Laurel	2.50	0.52	23	1.98	0.70	23	1.98	0.55	23
Manchester	2.11	0.49	14	1.57	0.62	14	1.65	0.38	13
Bradford	1.87	0.64	19	1.71	0.54	19	1.53	0.41	17
Euclid	2.19	0.56	21	1.79	0.51	21	1.81	0.46	21
Dennison	2.38	0.48	4	1.88	1.03	4	1.75	0.29	4
Overall	2.30	0.56	276	1.79	0.62	278	1.67	0.55	273

Table 4 (Continued)

	Fiscal Management			Select and Eval. TA's			Select and Eval. Staff		
Vista	2.15	0.60	30	1.45	0.33	27	1.07	0.14	30
Crestview	1.36	0.40	28	1.64	0.41	29	1.21	0.24	29
Fairfield	1.22	0.43	34	1.33	0.39	34	1.13	0.30	34
Rosemont	1.28	0.34	29	1.32	0.43	29	1.03	0.07	29
Newport	1.54	0.56	26	1.51	0.54	25	1.06	0.18	25
Woodlake	1.26	0.38	21	1.56	0.40	22	1.12	0.20	22
Atwater	1.00	0.00	11	1.52	0.38	11	1.06	0.18	11
Palisades	1.28	0.36	16	1.37	0.44	17	1.05	0.13	17
Laurel	1.17	0.36	23	1.30	0.45	23	1.16	0.21	23
Manchester	1.58	0.40	13	1.57	0.42	14	1.13	0.17	14
Bradford	1.34	0.29	19	1.16	0.23	19	1.02	0.09	19
Euclid	1.08	0.24	20	1.22	0.34	21	1.03	0.10	21
Dennison	1.38	0.48	4	1.58	0.57	4	1.05	0.10	4
Overall	1.38	0.51	274	1.41	0.42	275	1.09	0.19	278

Table 5

Teacher Influence Subscales
Separate Levels and Overall

	Curr., Inst., Pup. Beh.			X-Curr., Comm.			Staff Meetings		
	$\bar{X}$	SD	N	$\bar{X}$	SD	N	$\bar{X}$	SD	N
Overall	2.45	0.35	1338	1.79	0.44	1335	1.50	0.48	1334
Highs	2.38	0.35	660	1.71	0.42	658	1.44	0.45	657
Mids	2.47	0.33	398	1.88	0.42	397	1.54	0.48	397
Elems.	2.58	0.32	280	1.87	0.47	280	1.59	0.51	280
	Com. of Parents			Dress Codes			Class Assign.		
Overall	2.20	0.54	1327	1.69	0.58	1323	1.52	0.49	1319
Highs	2.11	0.54	655	1.59	0.55	654	1.45	0.45	651
Mids	2.27	0.50	396	1.77	0.58	391	1.53	0.47	395
Elems.	2.30	0.56	2.76	1.79	0.62	278	1.67	0.55	273
	Fiscal Management			Select and Eval. TA's			Select and Eval, Staff		
Overall	1.42	0.47	1324	1.38	0.44	1326	1.13	0.25	1336
Highs	1.42	0.45	656	1.34	0.43	655	1.13	0.25	660
Mids	1.44	0.48	394	1.40	0.47	396	1.16	0.27	398
Elems.	1.38	0.51	274	1.41	0.42	275	1.09	0.19	278

Exhibit 3

Teacher Influence Scale: Items Grouped by Mean Response

Set 1: A Lot of Influence	Overall Mean Responses
68. Standards of pupil behavior in their own classrooms	2.75
67. Instructional methods that are used in classrooms	2.71
70. Daily schedule in their own classroom	2.62
Set 2: Some Influence (closer to A Lot than to None)	
83. Planning social gatherings of school staff	2.35
81. Arrangements for parent conferences	2.30
72. Special behavior problems with individual pupils	2.26
69. Standards of pupil behavior in halls and on playground	2.20
66. Changes in curriculum	2.15
88. Ways of reporting pupil progress to parents	2.10
Set 3: Some Influence (closer to None than to A Lot)	
85. Standards of dress for staff	1.86
73. Special all-school affairs, such as open house, assemblies	1.86
77. Unusual problems that affect the whole school	1.85
76. School publications	1.84
74. Committing the staff to participate in special projects	1.74
75. Community relations policies	1.68
71. Daily school schedule for students	1.64
79. Content of staff meetings	1.61
86. Assigning pupils to classes	1.60
90. Managing the funds available for instructional purposes	1.55
82. Assignments for teacher duties outside of classrooms	1.53
84. Standards of dress for pupils	1.51
95. Evaluating the performance of teaching assistants	1.48
91. Selecting volunteer teaching assistants	1.46
78. Time of staff meetings	1.45
80. The way in which staff meetings are conducted	1.45
87. Assigning teachers to classes	1.44
Set 4: No Influence	
89. Preparing the school budget	1.29
94. Selecting full-time teachers for the school staff	1.21
92. Selecting paid teaching assistants	1.18
96. Evaluating the performance of full time teachers	1.17
93. Selecting part-time teachers for the school staff	1.14
97. The dismissal and/or transfer of teachers	1.11
98. Selecting administrative personnel for the school	1.05

Exhibit 4

Five Clusters of Items from the Teacher Influence Scale

Set A: Classroom Policies	Mean Responses
68. Standards of pppil behavior in their own classrooms	2.75
67. Instructional methods that are used in classrooms	2.71
70. Daily schedule in their own classroom	2.62
Set B: School-Wide Policies Directly Related to Pupils	
69. Standards of pupil behavior in halls and on playground	2.20
72. Special behavior problems with individual pupils	2.26
81. Arrangements for parent conferences	2.30
88. Ways of reporting pupil progress to parents	2.10
66. Changes in curriculum	2.15
71. Daily school schedule for students	1.64
86. Assigning pupils to classes	1.60
84. Standards of dress for pupils	1.51
Set C: School-Wide Policies Related to Teachers (Other than Selection-Evaluation)	
83. Planning social gatherings of school staff	2.35
85. Standards of dress for staff	1.86
74. Committing the staff to participate in special projects	1.74
82. Assignments for teacher duties outside of classrooms	1.53
87. Assigning teachers to classes	1.44
79. Content of staff meetings	1.61
78. Time of staff meetings	1.45
80. The way in which staff meetings are conducted	1.45
90. Managing the funds available for instructional purposes	1.55
Set D: School-Wide Policies Not Directly Related to Pupils or Teachers	
77. Unusual problems that affect the whole school	1.85
73. Special all-school affairs, such as open-house, assemblies, etc.	1.86
75. Community relations policy	1.68
76. School publications	1.84
89. Preparing the school budget	1.29
Set E: Selection and Evaluation of School Personnel	
94. Selecting full-time teachers for the school staff	1.21
93. Selecting part-time teachers for the school staff	1.14
92. Selecting paid teaching assistants	1.18
91. Selecting volunteer teaching assistants	1.46
98. Selecting administrative personnel for the school	1.05
96. Evaluating the performance of full-time teachers	1.17
95. Evaluating the performance of teaching assistants	1.48
97. The dismissal and/or transfer of teachers	1.11

Table 6

Teacher Influence Scale Scores of Schools in Triples

Triples	High Schools			Middle Schools			Elementary Schools		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
Vista	1.60	.17	84	1.96	.28	48	1.99	.16	30
Crestview	1.82	.25	44	1.61	.22	32	1.90	.26	29
Fairfield	1.65	.26	44	1.54	.20	34	1.70	.29	34
Rosemont	1.57	.26	112	1.80	.24	43	1.74	.31	29
Newport	1.65	.24	78	1.84	.23	58	1.99	.33	26
Woodlake	1.82	.21	51	1.93	.22	27	1.76	.36	23
Atwater	1.80	.26	25	1.94	.25	23	1.78	.24	12
Palisades	1.77	.24	58	1.75	.19	41	1.78	.33	17
Laurel	1.57	.31	17	1.63	.23	21	1.82	.27	23
Manchester	1.55	.24	66	1.61	.20	32	1.81	.24	14
Bradford	1.72	.23	48	1.72	.24	27	1.77	.23	19
Euclid	1.77	.18	23	1.81	.27	12	1.76	.16	21
Dennison	1.96	.25	10	----	---	--	1.99	.35	4
Totals by Level	1.67	.26	660	1.77	.27	398	1.83	.29	281

Figure 1

Teacher Influence Scale Scores:
Mean Responses of Schools in Triples